

OCT 05 1998

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT  
CD 1130  
COMMUNICATIONS

HOURS: 45

SEMESTER: FALL 1998

INSTRUCTOR: Sheryl Deimert BEd., M.A.

PHONE: 538-9424 (home) 539-2043 (college) 532-9276 (Harry Balfour)

OFFICE HOURS: By appointment OFFICE: H130

TEXTS:

Cost-~~\$~~ \$20.60 + GST Hacker, Diana. (1995). A Canadian pocket style manual. Scarborough, ON: Nelson, Canada. ISBN 0-17-604879-0.

Cost-~~\$~~ \$36.59 + GST Norton, S. & Green, B. (1990). The bare essentials: Form: A. (3rd ed.). Toronto: Holt, Rinehart & Winston. ISBN 0-03-9226674-3.

Cost-~~\$~~ \$33.65 + GST Stewart, K. L. & Allen, M. E. (1997). Forms of writing: A brief guide and handbook. 2nd Ed. Scarborough, ON: Prentice-Hall Canada. ISBN 0-13-327081-5.

A good English dictionary.

COURSE DESCRIPTION:

This course is designed to develop and improve critical thinking and communication skills in listening, speaking, reading and writing.



**CD 1130**  
**COMMUNICATIONS**  
**SECTIONS**

**SECTION 1:**

Students will be able to read critically and comprehensively.

**SECTION 2:**

Students will be able to give oral presentations as well as to evaluate presentations given by others.

**SECTION 3:**

Students will be learning critical thinking skills through research and documentation skills.

**SECTION 4:**

Students will be reviewing and developing sentence skills, punctuation, and other related grammar abilities.

**SECTION 5:**

Through business letters, award application forms, a research essay and an observation report, students will be able to demonstrate their skills in sentence and paragraph structure and in critical thinking.



## **SECTION 1**

Students will be able to read critically and comprehensively.

### **Sub-topics**

1. Identify thesis statements, topic sentences and concluding sentences in magazine articles, journals etc.
2. Use the thesis statements, topic sentences and concluding sentences from articles to identify the main ideas in an article.
3. Summarize the information from the article in a précis. (Put the information from the article in your own words. Make sure you document the information carefully!)
4. Evaluate the effectiveness of the content or style of a magazine article in the précis.
5. Use reading skills to find books, articles, etc. for a bibliography for a research paper.

## **SECTION 2**

Students will be able to give oral presentations as well as to evaluate presentations given by others.

### **Sub-topics**

1. Introduction to presentations
  - a. learning how to choose a topic
  - b. learning to identify your audience
  - c. present a brief presentation about yourself to the class.
2. Presentation structure
  - a. learning how to outline your speech
  - b. practicing the outline format (introduction, middle and conclusion) in grammar presentations.
3. Visual aids and evaluations
  - a. learning how to use visual aids
  - b. learning evaluation techniques for oral presentations
  - c. writing and presenting an oral presentation from your research paper using visual aids.



### **SECTION 3**

Students will be developing critical thinking skills through research and documentation.

#### **Sub-topics**

1. Getting the feet wet.
  - a. defining plagiarism
  - b. investigating our library
  - c. beginning practical research
2. Documentation
  - a. learning what methods are used for documentation
  - b. learning to use APA style for in-text citations
  - c. using reference skills to compile sources
  - d. applying APA style to a "References" list
  - e. practicing documentation of sources
  - f. format and punctuation
  - g. developing a "Reference" list for the research paper

### **SECTION 4**

Students will be reviewing and developing sentence skills, punctuation, and other related grammar abilities.

#### **Sub-topics**

1. Acquiring some basics
  - a. learning some reasons for learning sentence skills
  - b. learning some sentence basics
2. Correcting sentence fragments
  - a. learning to solve run-on sentence problems
  - b. learning how semi-colons can help solve run-on sentences
  - c. learning how to combine sentences so they are not run-on sentences
3. Solving modifier problems
4. Trouble-shooting agreement problems for:
  - a. subject-verb
  - b. pronouns
  - c. tenses
  - d. person
5. Learning about the parallelism principles
6. Choosing words and language level:
  - a. cliché
  - b. jargon
  - c. slang
  - d. wordiness
  - e. "abusages"



7. Reviewing and learning punctuation skills
  - a. comma
  - b. other punctuation and format rules
8. Reviewing capital letters and spelling

**SECTION 5** Through business letters, award application forms, a research essay, an observation report, students will be able to demonstrate their skills in sentence and paragraph development, and in critical thinking.

**Sub-topics**

1. Completing the awards application form
  - a. including a 250 word statement about educational and career plans that demonstrate a well-defined goal.
2. Learning steps in the writing process and developing some critical thinking skills.
  - a. identifying the purpose, audience, and subject
  - b. gathering material
  - c. generating a thesis and a pro/con list
  - d. developing an outline
  - e. learning how to write a thesis statements for persuasive, deductive research essay
  - f. learning how to write paragraphs using description, classification, examples, analysis and evaluation (in the observation report),
3. Learning the business-letter format
  - a. drafting business letters
    - i. bursary application
    - ii. job application
    - iii. letter of complaint or request
  - b. revising drafts
    - i. wording
    - ii. sentence problems
4. Research paper development
  - a. develop an assertion from a subject
  - b. develop a PRO/CON list
  - c. develop a thesis from an assertion
  - d. create the outline
    - i. generate topic headings
    - ii. integrate researched facts and ideas
  - e. roughing in a first draft from a revised outline
  - f. revising the draft with a revision check-list
  - g. editing the draft with the appropriate format



## **COURSE EVALUATION:**

<b>Participation.....</b>	<b>15%</b>
Intro-presentation (Due Sept. 11)	
Library assignment (Due Sept. 18)	
Vision and Goals statement (Due Sept. 18)	
In-class assignments	
Chapter grammar quizzes	
Bare Essentials assignments	
Précis (Due Sept. 25)	
<b>Research essay (Due Nov. 13).....</b>	<b>30%</b>
<b>Observation report (Due Nov. 27).....</b>	<b>15%</b>
<b>Presentation with visuals (Dec. 4 or 11).....</b>	<b>15%</b>
<b>Grammar Final Exam (Dec. 4).....</b>	<b>25%</b>
	<b>100%</b>

### **PLEASE NOTE:**

It is VERY important to hand in assignments on time. There is a 5% per day penalty for late assignments. Exceptions may be made if you contact me BEFORE the due date and request an extension in writing. Please do NOT assume an extension to the due date, unless you have written approval.

Students who achieve 80% or better in a weekly grammar pre-test will be exempt from doing the pertinent grammar assignments in the Bare Essentials that week and they will be exempt from writing that particular Chapter's Grammar Quiz.

**THE CLASS ON NOVEMBER 6 IS SET ASIDE FOR RESEARCH IN THE LIBRARY OR FOR USING THE WRITING CENTER.**

The Communications course is evaluated on a Stanine System. 9 = 90-100% 8 = 80-98 7 = 72-79%  
6 = 65-71 5 = 57-64% 4 = 50-56% 3 = 45-49%  
2 = 26-44% 1 = 0-25%

W = Withdrew before the date outlined in the Academic Schedule

WF = Withdrew after the deadline, carries the weight of a grade of "1".

NC = No Credit. This grade indicates failure in courses graded with Credit/No Credit grades

F = Fail. This grade carries a weight of a grade of "1"